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ABSTRACT

This study compared the concept of print knowledge in kindergarten children with and without preschool education. Subjects were 12 kindergarten students: 6 had received preschool education, and 6 had not. Subjects completed a series of tasks on Maria Clay's Concepts of Print test, and parents completed a questionnaire examining the frequency with which subjects participated in literacy-enriched activities. Analysis of the seven completed questionnaires showed that children with no preschool experience were equally aware of print concepts as children who had attended preschool. On the Concepts of Print tasks, students without preschool experience performed just as well as or better than children with preschool experience. Results showed that children who have no preschool experience are exposed to print concepts through literacy-enriched activities at home. (MM)

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ED 362 275

The Effects of Early Literacy Enriched Experiences on Kindergartners' Concept of Print Knowledge

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Running Head: The Effects of Literacy Enriched Experiences

The experimenter designed this study of kindergartners, including seven boys and five girls, to compare the concept of print knowledge of children with preschool experience to those without. The experimenter tested each subject individually using Maria Clay's Concepts of Print test. Students without preschool education performed just as well on the tasks, if not better, than students with preschool experience. All parents of the subjects in this study, did in fact respond that their children participate "regularly/often" in such activities as storyreading, discussions about print, and going to the library and grocery store. If kindergartners have opportunities to participate in literacy enriched experiences and activities during their preschool/kindergarten years, they will pick up concepts of print, whether they are in a preschool setting or at home.

Introduction

As a teaching associate in a developmental kindergarten class, I realized that perhaps no aspect of growing up in America is emphasized more than learning to read. Parents and educators have long given priority to reading instruction in the primary grades. With the increasing numbers of children attending early childhood programs and rising expectations for young children's learning, I began to question what experiences for children younger than six enabled the students in this particular classroom to benefit most from formal reading instruction in the primary grades - mainly kindergarten. This class basically consisted of middle-class students, some having attended preschool and some having had no preschool experience at all. The reading ability levels of the students ranged from having knowledge of the alphabet to having the concept of word. Consequently, I had difficulty designing bulletin boards and creating centers for this broad range of students. Having worked with these students with

varying reading levels, I began to wonder what kinds of ordinary daily experiences advance preschoolers' prereading skills. I also questioned what effects, if any, that formal preschool had on kindergartners' general reading abilities. The purpose of this study, therefore, was to compare the concept of print knowledge in "preschool" and "nonpreschool" children. As a result of my experience student teaching I expected to find that those children without preschool education would perform just as well as the children with preschool experience. Oftentimes in the classroom, students who did not attend preschool showed just as much interest in centers, and did just as well on particular activities as children who did go to preschool. Thus, I hypothesized that "nonpreschoolers" would have just as much concept of print knowledge as "preschoolers." Consequently, I expected to find that "nonpreschoolers" participated in literacy enriched activities - in the home.

Finally, I feel that it is extremely important for teachers, especially those in kindergarten, to view all students as potential minds to educate. Teachers

should not label some students as being smarter than others. In this case, it is vital to remember that children entering kindergarten have various backgrounds. However, just because some students do not attend a formal preschool, this does not mean they have not been exposed to concepts of print. Thus, teachers should not assume these children are not developmentally ready to learn to read - an act which could result in these students not receiving the appropriate instruction.

Introduction to Print Awareness

Before they can become readers, young children must learn why people read and what people do when they read. This knowledge is called print awareness (Kontos, 1986). A basic distinction necessary for children to make before they can read is the difference between written language and pictures - or other graphic material, for example, numbers. By the age of 3, Kontos (1986) says that children in both literate and nonliterate environments can distinguish between pictures and nonpictorial material. In addition, Kontos showed that children who were shown four books, one each with just pictures, pictures and print, just print, and blank, recognized that books with print could be read. Even the youngest children named letters, or print, as what a reader in a print only book should look at. Thus, Kontos' research shows that children as young as age three, already have substantial understanding about the concepts of print - the purposes and processes of reading.

Mason's Levels of Prereading Knowledge

Mason (1981, 1985) proposed a model of childrens' development of three levels of knowledge about prereading. The first level deals with the knowledge of the function of print, while the second level focuses on the knowledge of the form of print. The final level of knowledge about reading is about the conventions of print. In the current study, each of the subject's print awareness is measured using the Maria Clay's Concept of Print test. This test focuses on each of the levels of prereading knowledge mentioned. Children are questioned about what print means and represents, tested on letter naming, and finally, children are questioned about the conventions for discussing and carrying out a reading task. These questions focus on knowledge of book handling and terminology, and oral language competency.

Preschool Effects on Children's Print Awareness

According to Herman (1991), exposure to preschool

accelerates the development of specific skills, including, visual discrimination skills. However, she points out that a similar relationship does not exist between kindergartners' concepts of print and preschool. In her study the differences between the groups were not significant for the concepts of print measure. By the end of the school year, children in both the experimental (nonpreschool) and control (preschool) groups were quite proficient in labeling words embedded in supportive contexts. Overall, Herman's data suggest that exposure to preschool with a language and literacy focus may accelerate the development of specific pre-reading skills but that beginning print awareness derives primarily from ordinary daily experiences.

Concepts of Print Outside the Preschool Setting

In other words, preschool age kids are exposed to concepts of print just as often at home as in a preschool setting. According to Kontos (1986) some researchers and educators have suggested that

comparable to spoken language, written language can be learned through repeated exposure in meaningful ways to a print-rich environment with little or no specific teaching. Although Kontos says that preschool children are unable to analyze print sufficiently on their own to discover the alphabetic system, there is ample evidence that some children can teach themselves to read early. Thus, this is evidence that preschool kids can pick up concepts of print outside of the preschool setting.

Storyreading and Storyreaders: The More, The Better

Another activity which can take place in the home environment which as been shown to promote positive attitudes toward reading is that of story reading. According to Teale (1984) reading to children gives them a sense of what reading is about, introduces them to the form and structure of written language, and acquaints them with literacy conventions. Kindergarten children who displayed a high interest in literature had been read to more frequently and had more

storybooks in their homes than children with low interest. Another study (Morrow, 1983) showed that storytelling and guided discussion promotes comprehension, a sense of story structure, and greater oral complexity in young children's language use. Finally, the number of people who read to a child and whether or not they discuss the stories as they read have been two aspects of the home reading environment that predict young children's print awareness.

Parents as Reading Role Models and Users of Print

Research reveals that having adult models for reading activities, whether or not they are actual "teachers" in preschool, influences children's literacy acquisition (Greaney, 1986). For example, two studies of early readers indicated that their parents were avid readers. Parents who read books and magazines as leisure activities are more likely to have children with high interest in literature (Morrow, 1983). Family members who use print while young children are present (to communicate with notes and letters,

remember appointments, keep records and budgets) provide a good environment for learning why we read. As in many other areas of development, a major reason young children want to learn is that they see the people they admire doing it.

Responsive parents

In two studies of children who learned to read prior to school entry, deliberate teaching by parents was not a factor in the children's acquisition of reading. The absence of teaching did not mean reading was ignored, however. In both studies, parents were particularly responsive to their child's requests of help with or information about reading. These data suggest that parents who allow preschool children to initiate interest and desire for information about print, positively influence children's literacy development, just as many preschool teachers have the opportunity to do.

Children's Questions and Parents' Responses

In fact, case studies of early literacy acquisition frequently cite the importance of children's spontaneous questions when parents read aloud to them at home. These studies are unanimous in reporting that these children incessantly request information about what words in books or signs and labels "say," and that, at least in the parents' view, this constant questioning seems to account in large part for these childrens' precocity in literacy development. Thus, although the parents' role in providing the initial scaffold upon which emerging literacy is supported has been identified as an important element of storybook reading, it may be the process - via frequent questions and comments during the reading - is a more useful index of the rate and content of the child's acquisition of literacy knowledge. Yaden (1989) goes on to say that studies have consistently found that such children, whether of average or above-average intelligence, were persistent in asking questions about books and about print in the surrounding environment.

Yaden reports that most of the parental help which leads to a child's early reading ability is given in response to the child's questions and requests for assistance - having an adult in the environment who is willing to answer their questions is important. Yaden adds that these parents who could generally be classified as facilitators, answered childrens' questions with enthusiasm, encouraged elaborated responses, and let the child explore as many aspects of the books as he or she desired. Parents who totally controlled the book reading situation and did not allow free response from the child during the reading, had children who asked fewer questions.

Verbal Ability and Print Awareness

Because general language ability is correlated with print awareness, children should be given opportunities to discuss stories, and ask questions about books and print. Consequently, the more experiences they have communicating their ideas, the more familiar they become with language in general.

The more verbally able a child is, the more verbal input he or she gets from adults, then the more verbally able the child becomes (Katz, 1982). Gilliam (1985) agrees with this and relates a child's verbal ability with print awareness. Gilliam believes that general language competence is a good predictor of the ability to understand the symbolic significance of print. Children who bring greater communicative competencies to their initial encounters with print may require less experience for the development of print understanding than children who enter these situations with reduced communicative competencies. Therefore, children, whether they attend preschool or not, who are verbal and communicate frequently, will pick up concepts of print.

Other Literacy Enriched Activities - Cooking/Shopping

In addition to having discussions and answering childrens' questions, parents of early readers engage their children in other types of literacy enriched activities. These may include looking at recipes to

cook meals, creating grocery lists and going to the store, or writing letters and riding to the post office. Schrader (1990) writes that kindergarten and first grade children with these kinds of activities, will begin to represent literacy experiences which were meaningful to them by writing telephone messages, grocery lists, recipes, checks, letters, and notes. In enriched play settings they write phone numbers, orders, bank accounts, and so on. According to Piaget (1989) this symbolic representation is a way of abstracting elements from life experiences and manipulating them so the learner can facilitate his or her construction of knowledge. Relationships between symbolic play and literacy development have been reported by a few. Vygotsky (1978) concludes that second-order symbolism develops in play and consequently make believe play can be seen as a major contributor to the development of written-language - a system of second-order symbolism. Symbolic representation in play is essentially a particular form of speech at an earlier stage, one which leads directly to written language.

Design

Sample

The experimenter designed this study of twelve kindergartners, including seven boys and five girls from three kindergarten classes at the same school, to compare the concept of print knowledge of kindergartners with preschool experience to those without. The children's background was mainly rural and economic levels were mixed.

Design/Measures

The experimenter divided the kindergarten students into two separate groups, one containing students with preschool education, and the other without. She then randomly chose six students from each group, for a total of twelve subjects. The experimenter tested each subject individually. Subjects completed a series of tasks on Maria Clay's Concepts of Print test. For a list of these tasks, see Test 1. The experimenter computed each subject's overall score on the test. Subjects could score a total of 16 points, subjects in the low range scored (0-5) points, (6-10) in the middle range, and (11-16) points if they were in the high range. Using these scores, she then found the mean score on the test for both the group with preschool education and those without. After the mean score for

TEST 1

CHECKLIST FOR MARIE CLAY'S CONCEPTS OF PRINT TEST

	KNOWS	UNSURE OF	COMMENTS
1. Orientation of book (Show me the front of the book, book toward the child)			
2. Print not picture carries message (Show me where to start reading.)			
3. Directional - top left (Point to where I should start reading)			
4. Directional - left to right (Where do I go now?)			
5. Directional - return sweep (Where do I go after that?)			
6. Word by word pointing (Point to it while I am reading)			
7. Concept of first and last (Show me the first part of the story, the last part.)			
8. Concept of top and bottom (Show me the top of the picture, the bottom of the picture.)			
9. Punctuation-meaning of? (Point to question mark. What's this for?)			
10. Punctuation-period (Point to period. What's this for?)			
11. Punctuation-comma (Point to comma. What's this for?)			
12. Capital and lower case letters (Point to a capital letter. Find a little letter like this. Point to two more capital letters. Ask child to find the little letters.)			
13. Letter concepts (Show me one letter. Show me two letters.)			
14. Word Concept (Show me one word. Show me two words.)			
15. First and last letter concept (Show me the first letter of a word. Show me the last letter of a word.)			
16. Capital letter concepts (Show me a capital letter)			

each group was computed, the experimenter calculated the percent of students in each group who were able to perform each of the 16 tasks on the concepts of print test.

The experimenter then designed a questionnaire, see Questionnaire 1, for the subjects' parents to complete. Accompanying the survey was brief letter written by the experimenter, explaining the study. See Letter 1 for a copy of this letter. Theories of literacy acquisition in children provided the theoretical underpinnings for this instrument measuring childrens' experiences. The surveys were used to acquire information about the preschool and current experiences the subjects have. In order to receive information about the frequency with which subjects participated in literacy enriched activities, the experimenter began each question with the phrase "How often. . .?" The parents were required to answer the questions by circling one of the following: never, infrequently, sometimes, often, and regularly. The subjects took the questionnaires home on a Monday, and the experimenter collected the seven surveys that were

QUESTIONNAIRE

Please answer the following:

1. How often do you read magazines and books at home?

   never infrequently sometimes often regularly

2. How often does your child assist you in writing a letter, a grocery list, or notes?

   never infrequently sometimes often regularly

3. How often do you participate in story reading with your child?

   never infrequently sometimes often regularly

4. How often does your child ask questions when reading, or about print in the environment?

   never infrequently sometimes often regularly

5. How often do you discuss the stories with your child and compare them with other books he or she has read?

   never infrequently sometimes often regularly

6. How often do you answer your child's questions with enthusiasm, encouraged elaborated responses, allowing allowing the child to explore as many aspects of the book as he or she desire?

   never infrequently sometimes often regularly

7. How often does your child accompany you to the grocery store, post office and library?

   never infrequently sometimes often regularly

8. How many different people read with your child?

   1 2 3 4 or more Please list:_____

LETTER 1

Dear Parents, March 30, 1993

Hi! My name is Kim Gilleland, some of you may remember me - I student taught with Mrs. Joan Brockington during the fall. I have almost completed my Masters' thesis and am looking forward to graduating from the University of Virginia in May.

The study I am currently conducting focuses on the kinds of experiences that enable kindergarten children to benefit most from formal reading instruction in the primary grades. I would appreciate it greatly if you would fill out this questionnaire and return it as soon as possible.

Thank you! I am very fortunate to have the opportunity to be working with Mrs. Joan Brockington, Mrs. Fusselman, Mrs. Miller, and the entire kindergarten class. Thank you again.

Sincerely,
Kim Gilleland
Kim Gilleland

Please return by Wednesday
March 31 1993

Thank you
Kim

returned on the following Friday. It is important to note that a major problem associated with mail questionnaires is that they generally have a low return rate (10 - 40 per cent). Fifty-eight percent of the surveys in this study were returned.

After the data was collected, including all of the Maria Clay's Concepts of Print tests and the parent surveys which were returned, the experimenter computed her results and began her analysis. She first compared the overall performance of the "preschool" group on the concepts of print tests with the "nonpreschool" group's results. The experimenter then compared the performance of both groups on each of the sixteen tasks on the tests. Similar tasks were grouped together, resulting in a total of four groups of tasks to be discussed. Using theories of literacy acquisition mentioned in the literature review, the experimenter attempted to explain why the results occurred. After completing further research and talking frequently with teachers, the experimenter also hypothesized as to why some of the unexpected results occurred. In the second part of the analysis, the experimenter explained the

results of the parent questionnaires. She did this by discussing the frequency with which the answers "often/regularly" were provided by the parents.

Results

As seen in Figure 1, on the Maria Clay's Concepts of Print test, the mean score of the group of children with preschool education was (M=9.6). As hypothesized, the group of students with no preschool experience performed just as well on the test as the "nonpreschool" group. In fact, this group with no preschool education performed better overall on the Concepts of Print test, with a mean score of (M=11.1), compared to the preschool group's average score of (M=9.6).

As illustrated in Figure 2a, all of the students in both the preschool and nonpreschool groups were able to perform the first five tasks on the Concepts of Print Test. Figure 2b shows the percentage of students in each group who were able to perform tasks six through ten. While all of the subjects in both groups

were knowledgeable on items six, seven, and eight, the only students who were able to carry out tasks nine and ten, were in the nonpreschool group. Slightly less than twenty percent of the nonpreschool group were knowledgeable on both tasks nine and ten.

Task eleven proved to be the only difficult item on this test, as seen in Figure 2c. Again, the preschool students were no more capable of performing the task than those in the nonpreschool group. No subjects in either group performed the task; both groups, as hypothesized, performed at the same level. Although neither group had all students answering correctly on the last five tasks, with the exception of item 12, the percentage of nonpreschool subjects who were able to perform each task was equal to or greater than the percentage of knowledgeable preschool subjects.

Analysis

This study showed that children without preschool experience are just as aware of the concepts of print,

if not more knowledgeable, than students with preschool education. The results of this experiment, therefore, supported the hypothesis that nonpreschool subjects would perform just as well as the preschool children on the Maria Clay's Concepts of Print test.

As seen in Figures 2a, 2b, and 2c, although nonpreschool subjects had just as much print awareness knowledge, or more on each task, both groups of students tended to perform better on the first five tasks of the test. Some of the first tasks were to point to the front of the book, point where one begins reading, and to point where one goes after reading one line. According to Mason (1981, 1985), understanding the layout of books, learning that print, not pictures, is what to read, and learning directionality are usually the first three concepts of print young children develop. Thus, considering all of the subjects have almost completed kindergarten, it only natural that they should be aware of the "functions of print," the first level of knowledge about prereading

proposed by Mason.

Again, as seen in Figure 2b, the percentage of students responding correctly in both groups is high for items seven and eight. These tasks also dealt with directionality: pointing to the first and last part of the story, as well as the top and bottom of the picture.

For items nine, ten, and eleven, the percentage of students answering correctly in both groups was the lowest; less than twenty percent of students in both groups were able to perform these tasks. For these items, subjects were required to point to various types of punctuation, including periods, commas, and question marks, and were asked what these punctuation marks were used for. Mason (1981, 1985) points out that identifying symbols and logos seems to be one of the last prereading skills young children acquire. It makes sense then that subjects would have the greatest difficulty with these items.

As shown in Figure 2c, subjects overall performed better on tasks twelve through sixteen than on the

revealed some possible anxiety. For example, during the test, the experimenter noted that it took significantly longer for subjects to respond to questions about punctuation than questions about the general layout of books. In addition, kids shrugged a great deal and looked unsure of themselves more often when asked what a question mark meant or what a comma looked like.

As seen in Figures 2a-c, the hypothesis that "nonpreschool" subjects will perform just as well as preschool subjects on Maria Clay's Concepts of Print test, was supported. The fact that the "nonpreschool" students were just as knowledgeable as "preschool" subjects on the various concepts of print is clearly in agreement with Kontos' theory that children pick up concepts of print, in this case, in the home, as do those at a formal preschool. Kontos (1986) and other researchers have also suggested that written language can be learned through repeated exposure to a print rich environment, with or without specific teaching. Therefore, parents of all the subjects were asked to complete a questionnaire which was used to provide the

experimenter with information about each subject's print environment in the home. Because both nonpreschool and preschool students were capable of performing most of the tasks, the experimenter predicted that most of the parents should respond either "often or regularly," as opposed to "never/infrequently," when asked how often their child participates in literacy enriched activities.

The results of these parent questionnaires can be seen in Figure 3. On six out of the eight questions, at least seventy-one percent of the parents responded either "often or regularly." This clearly supports the experimenter's prediction that preschool age children, <u>are</u> exposed to concepts of print through activities in which they are involved at home. Out of all the literacy-enriched activities in which parents and their children participate, the events that occurred most often/regularly, for all of the parents - included the following: parents reading books and magazines, parents, as well as others reading with the child, and finally, the child accompanying the parents to grocery stores, post offices and libraries. These results

support theories mentioned earlier: Teale (1984), and Morrow (1983) suggest that storyreading, including the more people that read with the child, and having parents who are avid readers themselves, have been aspects of the home reading environment that predict young childrens' print awareness. In addition, Schrader pointed out that parents of early readers provided literacy enriched experiences for their child such as going to the library, post office and grocery store. Consequently, it is possible that because all of these students have had these kinds of experiences, they have picked up concepts of print.

Gilliam (1985) believes that in addition to literacy enriched activities, general language competence is a good predictor of the ability to understand print. The more experiences children have verbally communicating their ideas, the more familiar they become with language in general. Thus, it is not surprising that seventy-one percent of the parents of these subjects - who performed well overall on the concepts of print test, responded that their children regularly asked questions when reading or about print

in the environment. Further, the parents reported that they regularly answer their child's questions with enthusiastic and elaborated responses, allowing the child to explore as many aspects of the book as he or she desires. Again, when asked how often they discuss the stories with their children and compare them with other books (Question 5), fifty-seven percent of the parents responded "often/regularly."

Finally, only fourteen percent of the parents answered that there children regularly participate in writing letters and grocery lists with them. Although there is evidence in the literature supporting the idea that these activities advance the print awareness skills in preschoolers, it only appeared in one source as opposed to the other theories which were present in five or six sources.

The experimenter has attempted to explain in some depth why nonpreschool subjects were able to perform just as well as preschool subjects on Maria Clay's Concepts of Print test. It has been suggested that children, whether or not they attend preschool, are exposed to concepts of print through literacy-enriched

activities in which they participate in the home. This makes sense but how does one explain why on some tasks nonpreschool students performed BETTER than preschool subjects? After conducting further research, and talking frequently with the kindergarten teachers of the subjects, the experimenter will attempt to answer this question.

Kontos (1986) suggests that many preschool teachers tend to select activities and materials that ignore children's need to first acquire knowledge about print, and instead move immediately to letter identification and letter-sound correspondence. This may immediately evoke negative responses from children, about reading, as a result of the difficulty they experience trying to master skills they are not developmentally ready to acquire. Consequently, these children may be "turned off" from the whole idea of reading during their kindergarten years, and may perform worse on "prereading" tests such as Maria Clay's Concepts of Print test.

On the other hand, some teachers may assume all children are on the same reading level when they enter

kindergarten. Therefore, any advanced skills acquired during preschool may be lost if the curriculum is the same for all students, whether or not they attended preschool. This could explain why preschool and nonpreschool students perform the same on prereading skills tests.

Schrader (1990) pointed out earlier that trips to the library, post office, and grocery stores accelerate childrens' concept of print awareness. Schrader also documents that children are spending an increasing amount of time in early childhood settings such as preschools and daycares. Thus, could it be that fewer opportunities may be available for children in preschools to become involved in naturally occurring literacy routines? This could explain why some nonpreschool subjects,who do participate in literacy enriched experiences, performed better on some of the concepts of print tasks than the preschool subjects.

Finally, there is always the possibility that parents overcompensate for the fact that their child does not attend preschool. These parents may end up providing more literacy enriched experiences than a

preschool or a normal home setting offers. This could explain why some nonpreschoolers do better than preschoolers on prereading skills.

Conclusion

Taken as a whole, evidence suggests that the preschool years are a time when children acquire a significant amount of knowledge about written language. Literacy acquisition has begun by age three when children learn to distinguish writing from other forms of print and begin to understand how and why print is used. Around age four, children become environmental print readers and become interested in the graphic cues of print such as letters and letter names. Five-year olds frequently can read some words out of context and are learning how to discuss and accomplish reading tasks. All of these abilities contribute to later success in learning to read.

Several researchers believe that young children's literacy acquisition ought not be left to chance. Just as the results of this study prove, there are many ways

that home and classroom environments can and do promote literacy acquisition in preschool children. Adults help children when they respond to questions about print, and read and discuss stories with them. Modeling reading, using written language in a variety of contexts, and providing ample opportunities for children to participate in literacy enriched experiences, including to the library, are also important components of an early literacy curriculum.

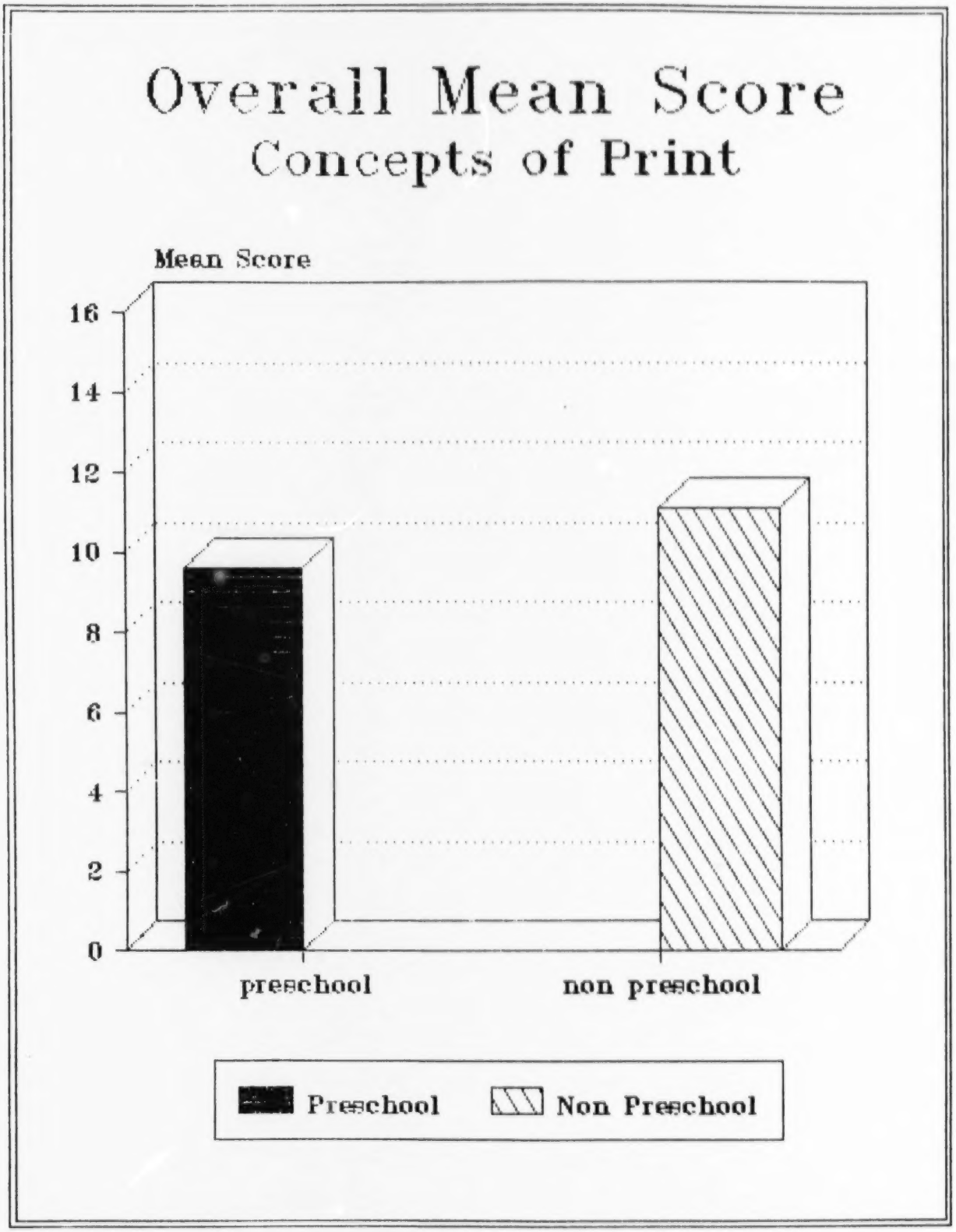
An important factor for parents and teachers to remember is that children must first understand what print is for and how it is used. A focus on letters and sounds is appropriate only when children begin to get interested in and ask questions about graphic cues in print.

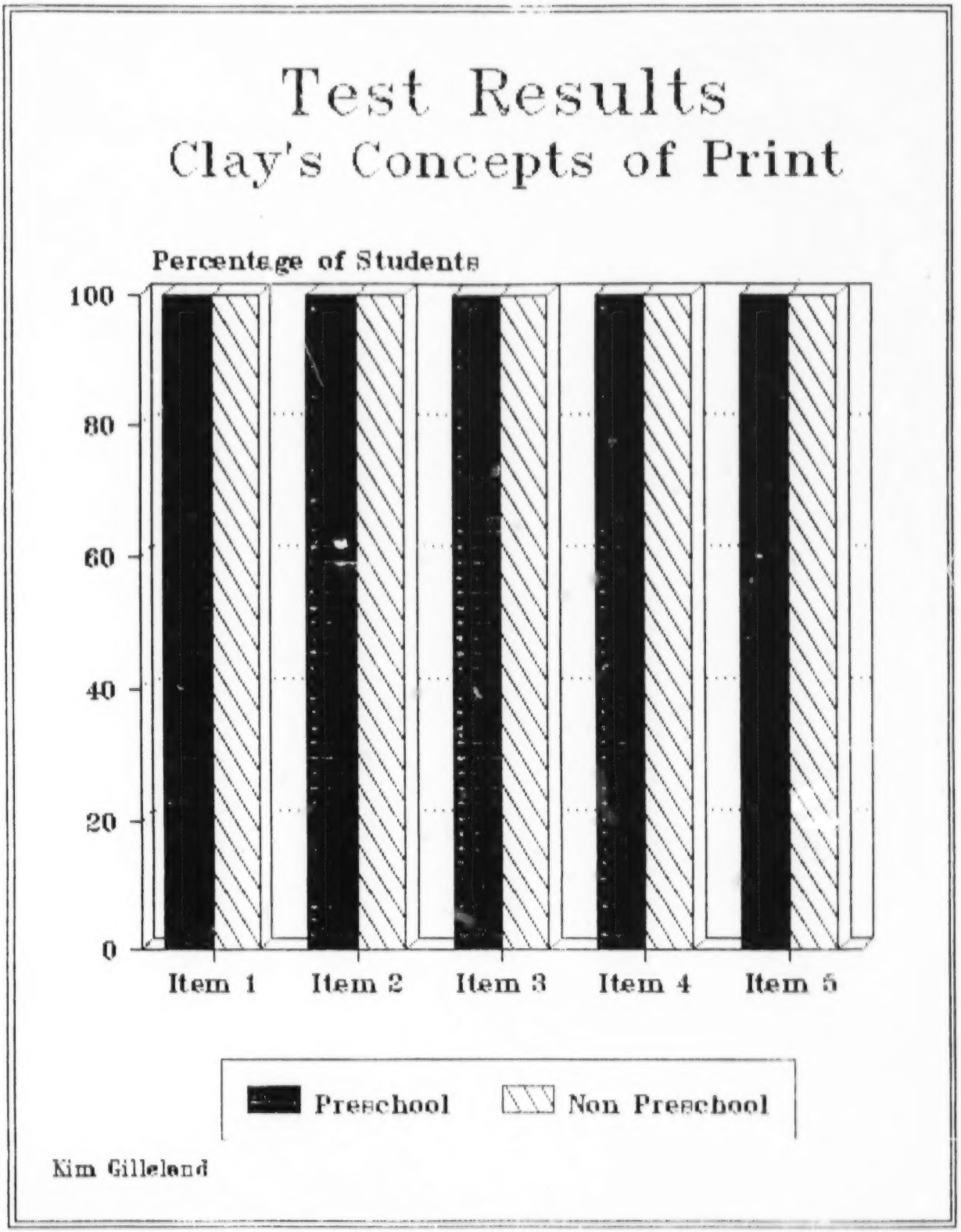
In spite of all we know about the development and promotion of early literacy, there is much to be learned. For instance, longitudinal research is needed to trace age changes in children's literacy acquisition and to clarify the order of acquisition and interrelationships of knowledge and skills related to print. Finally, design of educational strategies would

gain from information about what knowledge and skills about reading are prerequisites, facilitators, and correlates of successful reading acquisition.

Appendix

FIGURE 1


Overall Mean Score
Concepts of Print
Mean Score
16
14
12
10
8
6
4
2
0
preschool
non preschool
Preschool
Non Preschool


Test Results
Clay's Concepts of Print
Percentage of Students
100
80
60
40
20
0
Item 1
Item 2
Item 3
Item 4
Item 5
Preschool
Non Preschool
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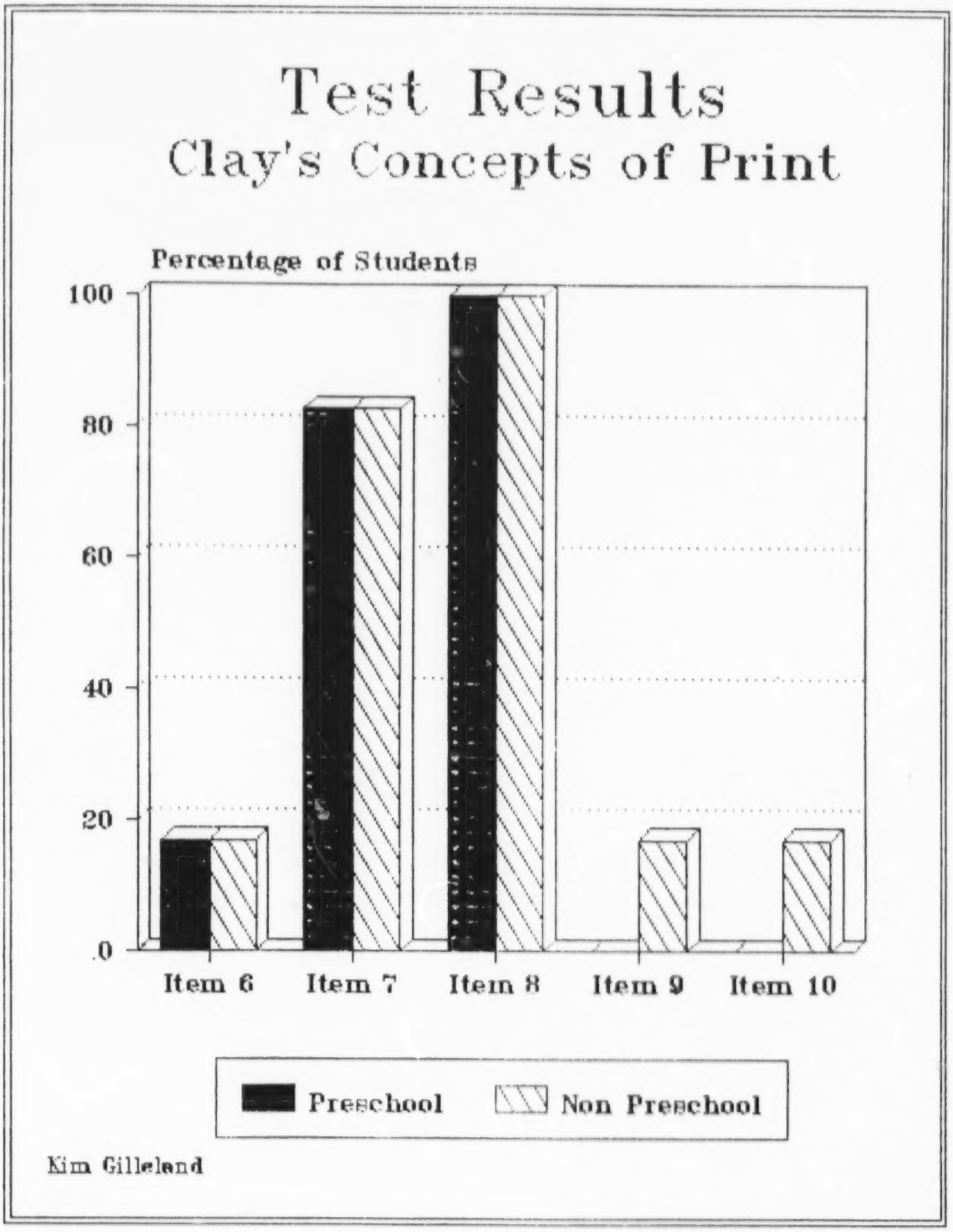
Test Results
Clay's Concepts of Print
Percentage of Students
100
80
60
40
20
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Item 6
Item 7
Item 8
Item 9
Item 10
Preschool
Non Preschool
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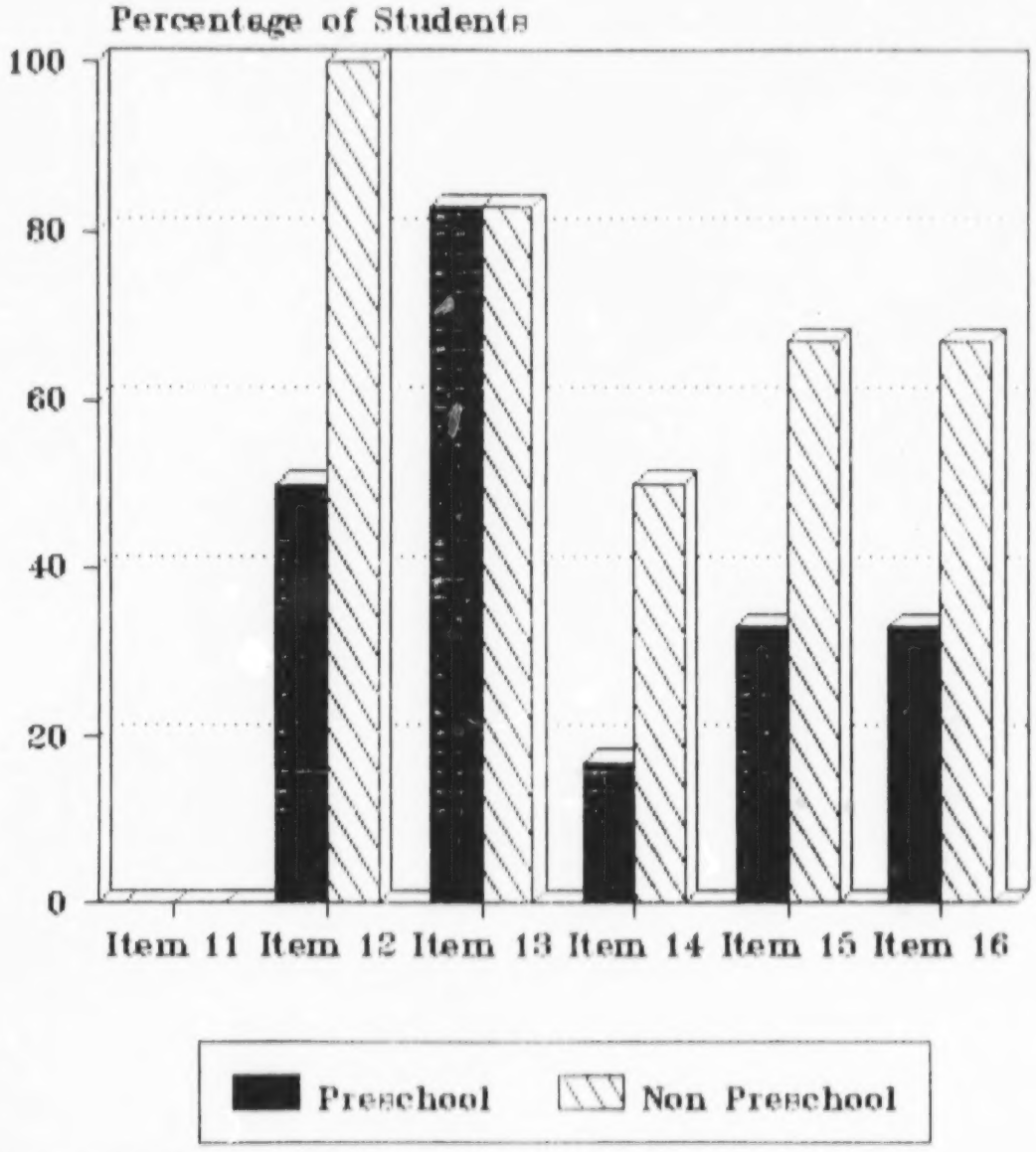
Test Results
Clay's Concepts of Print



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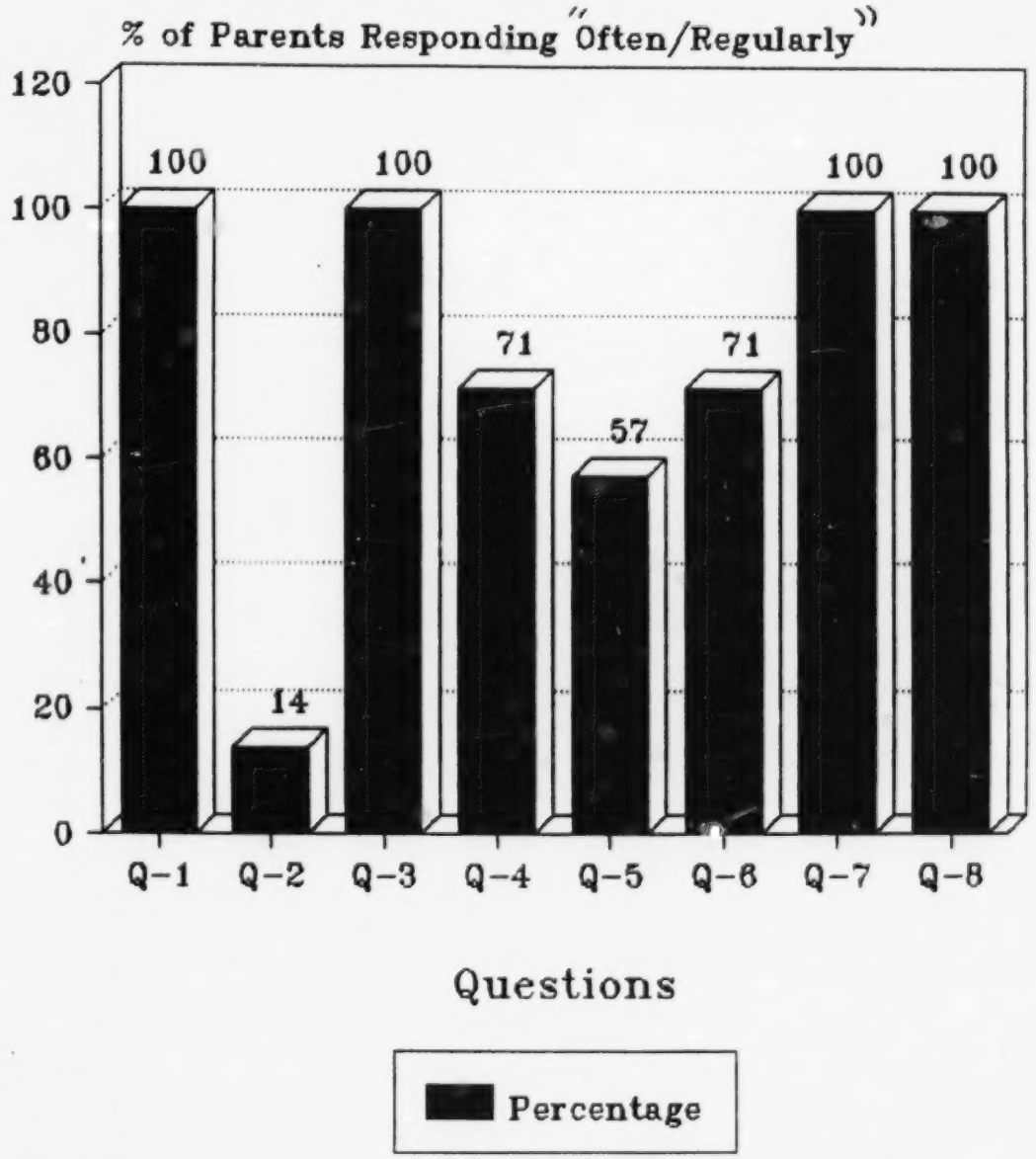
Parent Questionnaire
Mean Scores



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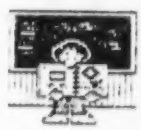
Literacy Enriched Experiences for Preschoolers

1. Being in an environment with parents/adults who read books and magazines regularly.

2. Assisting in activities including writing a letter, a grocery list, or notes.

3. Participating in storyreading with more than just one person - mother, sister, father.



4. Discussing the stories with adults, and comparing them with other books they've read.

5. Having the opportunity to ask questions when reading, or about print in the environment.

6. Having parents who answer their questions with enthusiasm, encouraged elaborated responses, allowing the child to explore as many aspects of the book as he or she desires.

7. Accompanying adults to the grocery store, post office, library.